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ABSTRACT

The Kentucky Department of Education's Postsecondary Design establishes school and program admission requirements with adequate educational opportunities and alternatives for those who do not meet these admission requirements. The design recognizes that all components of the curriculum contribute to the educational program of the institution. Each student is given an opportunity to develop skills in occupational and related areas. The major objectives of the Postsecondary Design are as follows: (1) to offer assessment of academic and occupational skills prior to enrollment or awarding diplomas; (2) to offer occupational preparation programs necessary for successful work; (3) to use representatives of and cooperate with agencies related to the delivery of educational programs; and (4) to provide job development, placement, and follow-up of students. The major components of postsecondary education in Kentucky vocational-technical schools are assessment and admission, school orientation, academic courses, required core courses, optional core courses, student completion activities, and exploration. (The document contains five appendices: (1) minimum standards of admission for long-term adult students in vocational programs; (2) academic courses; (3) exploration component; (4) required support courses; and (5) diploma requirements for postsecondary students. In addition, the Postsecondary Steering Committee members are listed.) (NLA)

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Postsecondary Program Handbook

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Kentucky Vocational Technical Education

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POSTSECONDARY PROGRAM HANDBOOK

Kentucky Department of Education
Office of Vocational Education

March 1988

Project Number: 12-33-540-DCCJ-
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Introduction: A Historical Perspective

The improvement of postsecondary vocational education became a major objective of the Department of Education in 1982-83 with the reorganization of the Office of Vocational Education and the establishment of several goals relating to postsecondary programs. The efforts to date have resulted in the following activities:

1. Addition of microcomputers in the Learning Resource Centers of all state vocational-technical schools.

2. Establishment of a required computer literacy course in all state vocational-technical schools.

3. Review of admission and assessment tests and procedures for postsecondary students (adult long term).

4. Addition of CAD equipment to state vocational-technical school drafting programs.

5. Updating computer and word processing equipment in all of the Business and Office and Data Processing programs in state vocational-technical schools.

6. Development and field testing a flexible scheduling model.

A committee was formed to develop a concept, draft a program outline, and identify field test sites for a flexible scheduling design. This committee accomplished part of its purposes and began a field test of limited activities at the Northern Kentucky State Vocational-Technical School during 1983-84. The test involved only the admissions, assessment, and academic related components of the design.

On February 10, 1984, the committee was restructured. The major goals and purposes of the design were reviewed and readjusted slightly. Committee members and other staff began to more fully develop a design to field test all components in the new Rowan State Vocational-Technical School. Essential components were discussed with the existing and new staff at Rowan State Vocational-Technical School and field testing began on November 1, 1984. Northern Kentucky State Vocational-Technical School also continued to field test and readjust selected components.

The Postsecondary Committee prepared materials and inservice training for implementation in all SVTSs August 1, 1985.

The Purposes of This Major Postsecondary Effort

For a number of years, business and industry representatives have told vocational education personnel that the vocational schools needed to put more emphasis on academic achievement and ability of students to adjust to new employment opportunities and promotions after their initial employment. Vocational programs have traditionally done an outstanding job in skill development, but something further was needed in a comprehensive postsecondary vocational education program which would address other critical areas including academic skills, computer literacy, economics, study skills, technical related skills, competency evaluation, and employability skills.

Many schools had attempted to serve these comprehensive needs with learning centers, related instruction, and other instructional components. Often the efforts were of high quality, but lacked coordination with other support programs and were considered by many administrators and teachers as distracting from the instructional program.

The Postsecondary Design establishes school and program admission requirements with adequate educational opportunities and alternatives for those who do not meet these admission requirements. The "design" recognizes all components of the curriculum as contributing to the educational program of the institution. Academic achievement is given a high priority. Each student is given an opportunity to develop all skills in occupational and related areas.

The major objectives of the Postsecondary Design are:

1. To offer assessment of academic and occupational skills prior to enrollment, placement of students in appropriate occupational preparation, and assessment of academic and occupational skills before awarding diplomas and/or certificates.

2. To offer occupational preparation programs including exploratory, preparatory, upgrade, apprenticeship, and retraining programs in concert with the academic and life skills necessary for successful work.

3. To utilize representatives of the community, business, industry, and labor in advisory capacities and cooperate with agencies (public and private) related to the delivery of educational programs.

4. To provide job development activities, placement services for students, and follow-up of students with business and industry.

POSTSECONDARY EDUCATION IN KENTUCKY SVTS

The SVTS programs are designed to meet the unique needs of adult students preparing to enter the world of work and/or retraining in emerging or existing occupational areas. Students are provided opportunities which will enable them to gain the academic and occupational skills necessary to exit a program and enter a chosen career as a qualified and competent worker.

Vocational programs are designed to provide essential skills, knowledge and attitudes needed for initial entrance into, and advancement within, occupations requiring manipulative skills and basic competencies. Students enter and exit the programs according to individual needs based on predetermined levels of achievement. An advanced placement process is provided.

Programs are based on the expressed needs of business, industry, and labor within the community as well as interests of students.

Adults can upgrade and/or retrain in a wide range of programs provided during the day and/or evening which may lead to a certificate or diploma. Articulation agreements are available in select programs to enable students to gain advanced placement in other institutions.

Prior to entering a given preparation program, each student is provided academic and occupational assessments, orientation to career options, and counseling for program placement.

No student will be granted a diploma in a long-term preparation program without having a high school diploma or a high school equivalency certificate. Students who do not complete the GED will receive a certificate rather than a diploma for the successful completion of the vocational program. The school assists the students without a high school diploma to attain the high school equivalency certificate.

Students have access to a variety of opportunities complementary to the vocational program including counseling, financial aid assistance, leadership development activities, job development, cooperative education, and placement services.

MAJOR COMPONENTS OF POSTSECONDARY EDUCATION IN SVTS

ASSESSMENT AND ADMISSIONS

Postsecondary students are assessed for interest, aptitude, and ability in academic and skill areas. The vocational counselors use professionally acceptable instruments and processes to assist students in making wise choices and career decisions.

All SVTSs must follow 709 KAR 1:070. as it relates to the admissions criteria to postsecondary vocational programs. (See Appendix A, Page 8.) This regulation requires the student to take the Test of Adult Basic Education (TABE) or provide recent results (within three years) of other approved tests. (See Appendix A, Page 8.) These tests have cut-off scores established for:

a. full program admissions,

b. program admissions with concurrent academic related programs, or

c. school admissions with educational remediation required before program admissions.

Alternatives are available for modified/special programs for the handicapped and/or disadvantaged students who may be unable to meet full program admission requirements.

The admission requirements to specific programs are intended to assist students to achieve the educational objectives of the occupational programs of their choice and are not viewed as a means of keeping students out of programs. The SVTSs are responsible for providing remedial programs for all students wanting to meet minimum requirements. It is the obligation of the students to take advantage of this assistance to insure reasonable opportunity for success in the occupational program of their choice.

SCHOOL ORIENTATION

Students are provided with a school orientation to familiarize them with the facilities and services available. Topics included are:

a. Attendance Policies.

b. Cooperative Education.

c. Counseling Services.

d. Fees. (There is a no refund policy established by the State Board of Education.)

e. Follow-up Services.

f. Grading and Course Work Requirements. (Where special requirements exist, students should be given those requirements.)

g. Learning Resource Centers. (May be referred to by different names, e.g. Academic Development Center, Academic Skills Center.)

h. Placement Assistance. (It is important to point out that vocational schools do not guarantee job placement.)

i. Policies and Regulations.

j. Program Offerings.

k. Safety, Health, and Emergency Procedures (fire, tornado and other emergencies).

l. School Facilities.

m. Special Clothing/Equipment (special uniforms, tools, books, or other equipment including the need, cost, and how/where to obtain them).

n. Student Financial Aid.

o. Student Organizations.

p. Student Rights and Responsible Conduct. (See Student Handbook and Grievance Procedures.)

q. Substance Abuse.

ACADEMIC COURSES

The academic support courses include: (See Appendix B, Page 11.)

a. Learning Resource Center--Students who do not possess a high school diploma or its equivalent may be admitted with special status provided the student agrees to pursue the high school equivalency certificate. In addition, all students failing to meet minimum requirements for program admissions will be required to attend the learning center.

b. Academic Related Classes--These classes are required for students meeting minimum program requirements but failing to meet the exit requirements. Classes may include reading, advanced reading and writing, and mathematics.

c. Technical Related Classes--The technical related classes are required in specific programs, and may include advanced technical communications, applied and advanced math and science.

REQUIRED CORE COURSES (See Appendix D, Page 20.)

a. Computer Literacy

b. Economics

c. Employability Skills

d. Study Skills

OPTIONAL CORE COURSES

Optional core courses are offered based upon school and student demand. Those optional courses which have been identified as possible ones to include are:

a. Blueprint Reading
b. Hydraulics I
c. Hydraulics II
d. Core Welding
e. Keyboarding (Typing)
f. Recordkeeping (Basic)
g. Advanced Computer
h. First Aid/CPR
i. Medical Terminology
j. General Anatomy and Physiology
k. Introduction to Health Occupations

By selecting competencies from other programs, additional core courses may be developed.

STUDENT COMPLETION/TERMINATION ACTIVITIES (See Appendix E, Page 24.)

Students receive a diploma from the state vocational-technical school when the following requirements are met:

a. Completing the competencies of an approved diploma-level occupation.

b. Holding a high school diploma or a GED certificate.

c. Meeting the exit requirements of TABE, CTBS, or KEST.

d. Passing the designated Kentucky Vocational Achievement Test (KVAT).

e. Completing all required core courses.

Students with less than these credentials may be awarded a certificate.

EXPLORATION (See Appendix C, Page 18.)

An exploration component is available in the vocational schools. Programs have selected competencies (tasks) which are representative of the total program, do not cause a safety hazard, permit hands-on activity, and, when possible, give the student a sample product from the program.

Appendix A
709 KAR 1:070
Effective 7/9/85

EDUCATION AND HUMANITIES CABINET
Department of Education
Office of Federal Programs

709 KAR 1:070. Minimum standards of admission for long-term adult students in vocational programs.

Relates to: KRS 156.070, 163.030

Necessity and Function: KRS 163.030 rests the State Board of Education with authority to carry out the purposes of the state's vocational education program and adopted federal acts relative thereto. The purpose of this regulation is to establish minimum entrance requirements for students entering vocational programs, to establish a base for determining if students may receive advanced placement, to assist in developing remedial plans for students who need help in meeting minimum admission requirements, and to determine if a student needs additional assessment.

Section 1. The following minimum requirements shall apply to those schools offering training to students who have graduated or left high school and are enrolled in an occupational preparation program of 500 hours or more in length that does not lead to an associate degree:

(1) Students enrolling in a vocational school postsecondary program must be sixteen (16) years of age or older;

(2) Students enrolling must have successfully completed requirements for a high school diploma or its equivalent. Students who do not possess a high school diploma or its equivalent may be admitted with special status provided the student agrees to pursue the high school equivalency certificate;

(3) Students enrolling must complete an application form and provide a transcript of previous school work completed, including scale scores on the Comprehensive Test of Basic Skills (CTBS) if taken in the last three (3) years or the Kentucky Essential Skills Test (KEST).

(4) Students enrolling who do not have a transcript and/or CTBS scale scores or KEST scale scores must take the Test of Adult Basic Education (TABE). Students not having acceptable CTBS scale scores, or KEST scale scores may take the TABE;

(5) Students may be admitted to the school upon completion of application, required records, and test results and may pursue instruction in a basic academic skills program, career exploration, core elective courses, and modified/special programs for handicapped; and

(6) The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, marital status, age, sex, or handicap.

Section 2. Students who have been admitted to the school must meet admission standards for the occupational program. In addition, the following minimum requirements shall apply to all students:

(1) Scale scores from Comprehensive Test of Basic Skills (CTBS), Form U, or Kentucky Essential Skills Test (KEST), or Test of Adult Basic Education (TABE) Level D, will be used in program placement and in developing a plan for students who need help in remedial work to meet minimum program admission requirements.

(2) Students must have the following scale scores for admission to a vocational program not otherwise mentioned:

	KEST/CTBS	TABE (Forms 3&4)	TABE (Forms 5&6)
Reading	725	489	739
Math	717	524	764

Students who score below said minimum will be referred to a remediation program prior to admission to the occupational program. Students achieving the minimum basic skills in the remediation program will be admitted to the occupational program when a work station is available. Students pursuing the diploma will be required to continue to improve their reading and math scores after program enrollment until the maximum reading and math requirements are met.

(3) Students who have the following scale scores must be enrolled in math and reading programs to improve their skills. Enrollment may be concurrent with or prior to enrollment in the program:

	KEST/CTBS	TABE (Forms 3&4)	TABE (Forms 5&6)
Reading	725-770	489-574	739-770
Math	717-732	524-582	764-785

(4) Students enrolling in Air Craft Mechanics, Biomedical Technician, Electronics, Instrumentation, Drafting, Medical Laboratory Technician, Practical Nursing, Radiologic Technology, Respiratory Therapy, Surgical Technology, Civil and Highway Technology, and Advanced Technology Center Programs, must have the following scale scores to be admitted to the program:

Appendix A-3

	KEST/CTBS	TABE (Forms 3&4)	TABE (Forms 5&6)
Reading	770	574	770
Math	732	582	785

(5) Students enrolling in Biomedical Equipment Technician, Medical Assistant, Mine Maintenance, Practical Nurse, Radiologic Technology, Respiratory Therapy, and Surgical Technology must be seventeen (17) years of age or older.

(6) Students enrolling in Heavy Equipment Operator, Heavy Equipment Maintenance, and Mine Equipment Operator must be eighteen (18) years of age or older.

(7) Students enrolling in Mine Equipment Operator must complete forty-eight (48) hour Mine Safety Training Program before entering the simulated mine.

(8) Students enrolling in Heavy Equipment Operator, Heavy Equipment Maintenance, and Truck Driving must have a valid driver's license.

Section 3. The following minimum requirements shall apply to those students requesting to transfer credit and be admitted with advanced standing from other vocational schools or other institutions accredited by an education agency recognized by the Kentucky Department of Education:

(1) The student must supply the name and address of all previous institutions that provided vocational training;

(2) The student must provide a record of competencies achieved, length of training, date of enrollment, and date of termination from each institution. The receiving school may validate competencies through testing and interviewing, and/or school admission requirements.

(3) The student must provide all records and reports which are required by the state boards and/or licensing agencies in a given vocational program.

Section 4. This regulation shall be implemented in all state vocational-technical schools and health facilities, except correctional institutions, in the 1985-86 school year and thereafter, and, with the cooperation of state and regional vocational advisory committees, piloted in 1985-86 in a minimum of five (5) area vocational education centers serving postsecondary students.

Initially adopted: May 7, 1985

Revised: September 10, 1987

Amended: January 13, 1988

Appendix B

ACADEMIC COURSES

Vocational education is responsible for providing organized educational programs which include knowledge, skills, and attitudes directly related to preparing individuals for the world of work. Through these programs, vocational education is directed toward developing an individual's capacity to continue to learn while preparing him/her for employment. To achieve this objective, students must have a functional knowledge of the basic academic skills in the areas of reading and mathematics. Academic skills are critical to understanding the theory underlying practice in the occupational skills and to quality performance at job entry and higher levels of competence. Focusing on the vocational students' academic education as well as their vocational training will aid students in attaining educational skills and knowledge necessary to progress in their chosen occupations.

Many postsecondary students enroll in vocational programs without the basic academic skills needed to succeed in the occupational program or in the labor market. To help these students achieve these basic academic skills, the postsecondary design incorporates an academic support program which offers development in the basic academic skills. It is designed for students who need remediation in the basic academic skills and for students who need additional assistance and reinforcement in basic academic skills that are related to the occupation. Three programs are included: the Learning Resource Center, the Academic Related Program, and the Technical Related Program.

As described in the ADMISSION/ASSESSMENT COMPONENTS, each student receives counseling for proper placement in an occupational program and/or in an academic program prior to and/or concurrently with entry into the particular occupational program.

The daily work schedule of the academic support teacher should include five hours of instruction time, a one-hour period designated for instructional preparation, and a one-hour period for conferences with students, teachers, informal instructional activities, and other types of referral services. It is recommended that a block of time per week be given the teacher(s) for evaluating, consulting, record keeping, etc.

Appendix B-2

THE LEARNING RESOURCE CENTER (LRC)

The Learning Resource Center is designed primarily to provide individualized instruction for students deficient in basic academic skills who need additional assistance to succeed in an occupational program or in the labor market. This includes students who have not met assessment scores for program admission and all students preparing for the high school equivalency certificate.

An assessment of the student's needs for the Learning Resource Center is a coordinated effort between the counseling staff in the vocational school and the teacher/coordinator in the Learning Resource Center. Students entering the LRC receive individual orientation by the teacher.

Based on information from formal and informal assessment, the teacher consults with the student and develops an individualized curriculum. Such a prescription is designed for each student on the basis of counseling and diagnostic testing to determine personal and occupational objectives.

Objectives

The primary objective of the Learning Resource Center is to provide individualized learning experiences in basic academic skills in the areas of reading and mathematics. Specific objectives include:

-- Aiding the student in improving academic standing, economic potential, and social/emotional well being,

-- Providing instruction in reading and mathematics on an individualized basis, and

-- Providing literacy training for students whose language and/or education act as barriers to them functioning effectively in society.

Scheduling

The process involves an open-entry/open-exit concept and provides for students to re-enter as many times as is necessary to work on specific competencies. Open scheduling allows students to attend the LRC at a time that will enhance their vocational training program. Students involved in the cooperative method of instruction may use the LRC during the in-school phase of the training program.

Students scheduled in the LRC may also be participating in an Exploration Component.

Appendix B-3

Curriculum

Curriculum is based on individual student's needs and interests. The curriculum is individualized and is designed to develop competencies needed for achieving success in a designated vocational program, success on the job, and for personal development.

The curriculum content is determined by the teacher/coordinator and the student based on an analysis of strengths and weaknesses identified in the assessment process. It is the responsibility of the teacher/coordinator to develop an instructional package to meet the student's needs and abilities.

Teaching strategies are planned according to the various learning styles (visual, auditory, and kinesthetic) of the student. Instruction may involve both individualized and small group instruction. The type of instruction provided is determined by the student's objectives.

The curriculum for the Learning Resource Center may include, but is not limited to, the following:

Reading
- Phonics
- Sequencing
- Drawing conclusions
- Following directions
- Getting main ideas
- Word Clues

Vocabulary
- Sight work
- Syllabication
- Structure
- Context clues

Mathematics
- Addition and subtraction
- Multiplication
- Division
- Percent
- Fractions
- Decimals
- Measurements
- Consumer math
- Basic algebra
- Place value
- Geometry

GED Preparation
- Additional skills needed for the GED

Appendix B-4

THE ACADEMIC RELATED PROGRAM (ARP)

The Academic Related Program is designed to provide classroom instruction for students who need to develop or improve their competence in basic academic skills.

The assessment of the student's needs for academic related courses is a coordinated effort between the counseling staff in the vocational school and the teacher for the program. Based on information from formal and informal assessment procedures, classes are structured to meet the student's needs.

Specific objectives include:

- Continuing development of academic skills
- Enabling students to meet academic exit requirements.

Curriculum

The curriculum for the Academic Related Program may include, but is not limited to the following:

Reading

Vocabulary:
- Job/shop-related vocabulary
- Context clues (pictorial and graphic, syntactic, semantic)

Comprehension:
- Literal recall of main ideas and specific details
- Inferential skills (cause and effect, fact and opinion, generalization of concepts)
- Interpretive skills
- Sustained silent reading (SSR)

Speed:
- General increase
- Adjusting rate of reading speed to purpose
- Skimming, scanning, and studying

Language Mechanics:
- Capitalization
- Punctuation
- Parts of speech
- Types of sentences and paragraphs
- Vocabulary and composition
- Utilization of resource materials, e.g., the dictionary, catalogs, newspapers, indexes.

Appendix B-5

Spelling:
- General improvement
- Job/shop-related words

Advanced Reading and Writing

Building Sentences:
- Review simple, compound, and complex sentences
- Review word functions in sentences

Polishing Sentences:
- Punctuation, capitalization, and apostrophes
- Verbs and tenses
- Nouns, pronouns, adjectives, and adverbs

Expository Writing:
- Writing paragraphs
- Writing themes

Advanced Vocabulary Study:
- Context
- Definitions
- Idioms

Literature:
- Critical interpretation of subject matter
- Inferential thinking
- Main idea
- Improved reading rate
- Appreciation of literary works

Mathematics

Basic Computation:
- Working with whole numbers, which includes: the review of basic operations; factoring (greatest common factor, prime numbers); exponents; place value.
- Working with decimals, which includes: graphing fractions; the addition and subtraction of decimals; place value for decimals; rounding; multiplication and division of decimals; comparing fractions and decimals; ordering decimals; decimals in payroll; decimals in mileage.
- Working with percentage, which includes: percent to fraction and decimal; fraction to decimal and percent; finding percentage, (fraction of a number, percent of a number, fraction to percent, percent to decimal, finding the whole); sales price and savings, understanding sales.

Measurement:
- Units of measurement: ounces, pounds, tons, grams, pints, quarts, gallons, percents, etc.

Linear measurement which includes: understanding concepts and terms; computing linear measurement to the 64th; solving equations using a ruler, yardstick, and tape measure; converting.

Metrics

Introduction to the metric system
Measuring length: meters, centimeters, millimeters, kilometers
Converting meters and centimeters
Solving word problems
Measuring weight
Measuring temperature
Converting: metric to metric, English to English, English to metric, metric to English; charts and tables

Geometry

Measuring area: rectangles, triangles, squares, and circles
Measuring volume and capacity

Technical Writing

Mechanics and usage which include: run-on sentences; complete sentences; subject-verb agreement; pronoun references; pronoun case; verb forms; punctuation; capitalization; idioms.

Practical composition which includes: business letters, friendly letters; resumes; instructions and directions; descriptions; summaries of reports and events; personal experiences; and technical reports and forms.

THE TECHNICAL RELATED PROGRAM (TRP)

Technical Related courses complement the occupational curriculum in which a student is enrolled. Students who need additional technical science and mathematics skills are given an opportunity, on an individual or group basis, to develop those skills and to learn to apply them to their occupational area.

Specific prerequisites in math and reading skills may be required prior to enrollment in Technical Related courses.

Objectives

The primary objective of the Technical Related Program is to provide technical mathematics and technical scientific skills necessary for successful completion of the identified vocational program area. Specific objectives of the program include:

Providing a structured program for students to learn to solve mathematical and scientific problems related to the student's occupational objectives.

Providing instruction focused on the individual learning needs of students in relation to occupational fields of their choice.

Aiding students in making practical applications of mathematics and science principles.

Curriculum

The curriculum for the technical related course may include, but is not limited to, the following:

Applied Algebra
Applied Trigonometry
Blueprint Reading
Industrial Chemistry
Metallurgy
Applied Geometry
Elements of Calculus
Applied Physics
Pneumatics and Hydraulics
Technical Communications

Appendix C

EXPLORATION

Exploration provides a means for students to move through various activities and experiences in one or more occupational programs offered by the school. Students are to be enrolled in the school before they enter the exploration phase.

The purpose of exploration is twofold:

1. To provide students who are undecided about a career objective the opportunity to study, observe, and experience a variety of occupational programs in order to select an appropriate vocational program.

2. To provide students whose assessment results and career objectives are incompatible the opportunity to study, observe, and experience their chosen occupational program in order to determine whether they can succeed in the career selected.

The ultimate goal of exploration is to help students select appropriate career objectives.

Tasks are selected which reflect both academic (math, reading, etc.), and technical (tools/equipment) aspects of the occupation and could take up to 30 hours to complete. Equipment and safety attire is available.

STUDENT SELECTION PROCESS

Students who participate in exploration are selected through the following procedure:

1. The counselor identifies students who may participate, using as a basis assessment scores, personal interviews, and/or referrals from program coordinators or teachers.

2. Each student who chooses to participate and the counselor agree on the occupational program(s) to be explored. (Students are not expected to explore every occupational program, but only those which can help them make the appropriate career choice.)

3. The school principal receives a list of students recommended for exploration participation from the counselor.

4. The school principal submits to department coordinators or program teachers (where programs have no coordinators) a list of from one to three students who will explore the particular programs and when they will explore. (Care should be taken to enroll exploration students when it will have the least impact on the other students in the class.)

Appendix C-2

Implementation Process

Exploration may function concurrently with the Orientation and Academic Support Program components. During the exploration process, from one to three students rotate through each occupational program for not more than 30 hours. All activities are under the direction of the program teacher.

Students may follow this procedure when exploring the occupational program:

1. Students move directly into the training area and participate in the orientation-to-the-program activities. They go through the safety training either by lecture or by reading the materials and then observe the overall aspects and processes of the occupation and complete the observation form.

2. Students then move to work stations with work samples ready. They work through each work sample on a self-paced basis and rotate from station to station until all tasks have been completed. A task is completed satisfactorily when the standard established for the procedures has been accomplished.

3. It is recommended that before exiting exploration, students complete the prescribed cycle for at least one occupation and consult with the counselor before entering the occupational program.

Appendix D

REQUIRED CORE COURSES

In addition to the Occupational Competencies, Orientation, and Academic Support Program, postsecondary students must demonstrate competencies in the following areas (students can test out of Computer Literacy, Employability Skills, and Economics):

Computer Literacy (Recommended 30 hours)

Content includes:

1. Identify the major components of the microcomputer.
2. Demonstrate care and maintenance of computer hardware.
3. Demonstrate care and maintenance of computer diskettes.
4. Explain how information is processed by a computer system.
5. List and explain how the computer is used in industry.
6. Perform basic computer operations.
7. Define computer terminology.
8. Demonstrate keyboarding skills for computer operations.
9. Prepare a diskette to accept information.
10. Store and retrieve information using a diskette.
11. Demonstrate the ability to use simple commands in a word processing and/or spread-sheet programs.
12. Demonstrate the ability to use simple commands in a database program.
13. Apply computer techniques to perform specific occupational tasks.
14. Operate the computer using math functions.
15. Use the computer for personal management.
16. Operate an industry-related software program.

*17. Write and execute a program using one computer language.

*18. Demonstrate the use of data communications-telecommunications.

*Optional

Employability Skills (Recommended 20 hours)

Content includes:

1. Identifying methods to develop a positive self image.
2. Creating a personal employability fact sheet.
3. Establishing a vocational objective.
4. Describing the job identified in your vocational objective.
5. Preparing a resume.
6. Identifying sources of jobs.
7. Writing a cover letter/letter of application.
8. Completing an application form.
9. Preparing for pre-employment tests.
10. Preparing for a job interview.
11. Practicing interviewing for a job.
12. Following up an interview.
13. Identifying employer expectations.
14. Identifying acceptable work habits and attitudes.
15. Practicing effective communications skills.
16. Identifying steps to follow in changing jobs.
17. Identifying stress management techniques.

Appendix D-2

Economics (Recommended 20 hours)

Content includes:

1. Differentiating major economic systems.
2. Describing the principles of the U.S. economic system.
3. Explaining the role of money in an economic system.
4. Describing the role of business in the U.S. economic system.
5. Explaining how supply and demand determine prices and wages.
6. Identifying the role of the individual in the U.S. economy.
7. Determining sources of consumer information and protection.
8. Identifying consumer rights and responsibilities.
9. Describing the characteristics and services of financial institutions.
10. Identifying various investment opportunities.
11. Developing a personal monetary budget.
12. Evaluating the types and sources of credit.
13. Identifying major types of employee benefits.
14. Interpreting a paycheck stub.
15. Studying and completing various types of tax forms.
16. Identifying and comparing basic types of health, life, auto, and homeowners/renters insurance.
17. Applying the principles of comparison shopping.
18. Identifying ways to manage time and energy.

Appendix D-3

STUDY SKILLS (Minimum of five hours)

-- Developing listening skills
-- Reading technical materials
-- Building a technical vocabulary
-- Managing time
-- Reviewing for a test
-- Taking a test
-- Skimming and scanning
-- Dictionary skills
-- Using an index and table of contents of a book
-- Reading tables and graphs
-- Using note taking techniques
-- Summarizing techniques
-- Memorizing techniques

Additional study helps may be included such as but not limited to:

-- Speed reading
-- Newspaper reading
-- Use of references, such as encyclopedias
-- Map skills
-- Preparation for the GED

When possible, this unit of instruction is provided during the student's first or second week of school.

Appendix E
705 KAR 4:210
Effective 7-2-85

EDUCATION AND HUMANITIES CABINET
Department of Education
Office of Vocational Education

705 KAR 4:210. Diploma requirements for postsecondary students. (New regulation)

Relates to: KRS 163.030

Pursuant to: KRS 156.070, 163.030

Necessity and Function: KRS 163:030 gives the State Board of Education all necessary power and authority in administering the state's vocational education programs. This regulation is necessary in order to set a state-wide standard for awarding diplomas to postsecondary students in the state's vocational-technical schools.

Section 1. The following requirements shall be met before a diploma is awarded to a postsecondary vocational education student. Each applicant must:

(1) Hold a high school diploma or meet GED requirements;
(2) Meet the exit academic requirements of the Test of Adult Basic Education as specified in 709 KAR 1:070;
(3) Complete one course each in the areas of study skills, computer literacy, economics, and employability skills, or test out.
(4) Complete the tasks for a major set forth on the Dictionary of Occupational Titles, provided such is designated as a diploma exit point in one of the postsecondary vocational programs as defined in the "Office of Education DOT Cross Reference" prepared by the Program Services Division and distributed on November 21, 1984. Said document is hereby incorporated by reference, and a copy of such may be obtained from the Occupational Management Information Unit in the Office of Vocational Education; and
(5) Pass a written occupational achievement test prepared by the Office of Vocational Education and validated by Kentucky vocational teachers for the particular occupational program. The test shall be normed using scores from Kentucky students.

Section 2. Students may take the occupational achievement test after verification by the instructor that the student has

successfully demonstrated shop or laboratory performance, technical knowledge, attitude, and conduct. Students who fail to pass the occupational achievement test may retake the test at the next testing period, remain enrolled for additional instruction, or terminate enrollment and accept a certificate of completion. Students who elect to retake the test may only be retested one time without additional instruction or related work experience.

Section 3. Students who fail to meet the exit requirements on TABE, Level D will be provided additional instruction. When the students are ready to retest, they will be provided an alternate form of the TABE.

Section 4. Clear and specific notice of diploma requirements and of levels of satisfactory achievement shall be disseminated to each student upon entrance into a vocational program.

Section 5. These regulations shall apply to postsecondary students entering vocational programs August 1, 1985, and thereafter.

Adopted: July 2, 1985

Revised by the Postsecondary Steering Committee March 1988.

Mary Lawson, Instructor
Consumer and Family Life Skills
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